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## **St. Xavier's College of Education**

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by a wooden carpenter known as Keshavan Ashari to travel along the canals.

Bamboo bridges, coconut bridges were widely used in to connect the canals with land. Sir Rao, the then governor visited Chenam after the devastating storm of 1937. The roads and bridges were established in 1975.

Bamboo bridges, coconut bridges were widely used in to connect the canals with land. Sir Rao, the then governor visited Chenam after the devastating storm of 1937. The roads and bridges were established in 1975.

### Conclusion

Chenam is a significant village with diversities and has a unique culture. Chenam is one of the wetlands spotted by Biologists. Geographically, land is surrounded by water. Majority of the population includes -Dalits, Ezhavas and Muslims. The village was severely affected with storms in 1937. The villagers who is self-sufficient in agriculture starved. There were lots of myth and legends regarding the origin of the village. A series of agricultural struggles happened in Chenam village. It is still unnoticed in history. The beauty of Chenam village and the privations they have faced is a relevant one to understand. The successful peasant struggles is a landmark in the history of this village. So, Chenam played an important role in the history of Thrissur.

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## Frustration Tolerance among Higher Secondary Students

### Abstract

*Frustration is a psychological concept that may arise for different reasons and has various manifestations. Higher secondary students in their adolescent period are very likely to get affected by the slightest provocation in mild situations and during this phase, they feel less confident which may lead to anger and frustration, anxiety disorders. It thus becomes necessary to help them come out of their insecurities, and dissatisfaction experienced by them. The concept of frustration tolerance thus arises. The strategy to deal with frustration and envisage amicable solutions comes under frustration tolerance. It has the potential to combat hurdles and difficult circumstances.*

*This study is an attempt to find out the frustration tolerance among higher secondary students of Palakkad district based on variables such as gender, locale, subject of specialization and level of frustration tolerance. The tool used is a standardised tool known as Frustration Tolerance (FT-RS) developed by Rai, S.N. (2015). The study reveals that frustration tolerance among higher secondary students is average and there is no significant difference between them based on gender, locale and subject of specialisation.*

**Keywords:** Frustration, Frustration Tolerance, Higher Secondary Students

## Introduction

Frustration is a type of poignant reaction to stress and can be considered as a normal impassioned feeling or despondency and comes out when something does not occur as per our inclination. Frustration may result due to various reasons and causes. It comes from anger, dismay, individual desire, opinion, conflict, passive behaviour, etc. Frustration is considered as a dissatisfaction that occurs when our urges are not recognized or fulfilled. Frustration can occur due to various reasons such as lack of support, lack of facility or may be due to our restrictions. It can lead to various long- and short-term mental effects. Short-term effect includes anxiety, trauma, and grumpiness, whereas long-term effects can lead to dejection, low self-esteem etc. In everyone's life, there are many situations or circumstances which lead to the arousal of frustration. To mete out with frustration, one must have tolerance to frustration. Feelings of frustration emerge in situations in which people feel pressured to comply, with rules that are perceived as a threat to their freedom (Fernedz, 2021)

Meenakshi (2020) defined frustration as a huge incurable sense or state of meekness and dissatisfaction arising from unsolved problems. It points out circumstances that block the way to a goal, resulting in a sense of disappointment and unhappiness. Frustration can arise without any fault or blame, making it difficult for a person to rely on frustration induced by themselves. Even though some may have the view that frustration is just a low-level form of anger, it's helpful to acknowledge it as perceptible from anger. To dispense with frustration, one must have tolerance to frustration.

Frustration tolerance speaks about our capacity to endure frustration, an adeptness that varies from individual to individual. It plays an important role in the life of adolescents as they are students. If adolescents get easily frustrated, then it will adversely affect their performance, inducement, learning and their overall education.

Frustration tolerance is the ability a person has to endure tension and preserve equanimity when met with obstacles. It is a feature of normal cognitive and affective development (Sam, 2013). The notion of frustration tolerance was put forward first by USA clinician Rosen Zweig in 1941. Frustration tolerance generally presumes to deal with irritation, foiling and upset. Frustration tolerance is the ability to move forward in accomplishing a venture stuck in a wretched situation. The

competency to tolerate frustration varies with age, previous experience, the importance of the hurdle and the cause of the frustration. Under the same set of conditions, the level of frustration tolerance varies for different individuals. Frustration tolerance can be categorized as low frustration tolerance and high frustration tolerance.

The individuals who hold sensible optimism have high frustration tolerance and do not get antagonized easily and are not irritated with the obstruction of their goal or needs, that is, they can withstand troublesome situation without getting disturbed while the individuals who cling to illogical beliefs have low frustration tolerance get angry, easily annoyed, and have inability to tolerate unpleasant feelings and stressful situations which creates an obstacle in attaining their goals.

## Studies Related to Frustration and Frustration Tolerance

Seymour (2019) compared the frustration tolerance in children with ADHD and children without ADHD, finding that children with ADHD demonstrated lower levels of frustration tolerance and were more likely to quit a task compared to children without ADHD. Gupta (2015) studied the correlation between frustration tolerance and emotional intelligence among adolescents. The study included a total of 120 adolescents from Jaipur city with an equal number of boys and girls. The findings revealed a positive correlation between emotional intelligence and frustration tolerance. The study by Thaqib and Dubey (2019) consisted of 200 secondary students from the Malappuram district in Kerala with an equal number of male and female participants. The result indicated that there was no significant difference in frustration tolerance among senior secondary students based on gender and locale. The study emphasised the importance of family, school and society in developing frustration tolerance among adolescents.

Singh and Bala (2019) conducted a study on 300 students in Kapurthala and Jalandhar district and the study contributed to the understanding of the relationship between frustration tolerance and family environment among senior secondary students. The findings indicated that there were no significant differences in frustration tolerance and family environment based on gender, and frustration tolerance was not significantly correlated with family environment. Wang (2012) studied the impact of frustration tolerance on college students learning motivation and psychological health. The paper discusses the ability of setbacks and failure reasons, providing a more detailed analysis of the path to guide college students in overcoming setbacks.

## Significance of the Study:

The Higher Secondary students are in their adolescent period and have to deal with a lot of negative circumstances. Frustration arises mainly due to lack of confidence and discontent arising from unsettled issues. It mentions to the situation that wedge the way to a goal. During the school period the life and track are not as easy as it seems. They have to face many hurdles among themselves, whether it's their academic performance, peer group issues, family and school environment all which can lead to getting easily frustrated. In the present outline, it become imperative to develop positive view among higher secondary students and help them in procuring frustration tolerance. The study will help to tackle and observe the problem of students who face low frustration tolerance and help the students in developing frustration tolerance. The study aims to find out the level of frustration tolerance in higher secondary students and to find out whether the level of frustration tolerance varies among the students based on their gender, locale and subject of specification. The study will be helpful to know the need for frustration tolerance how it can be enlarged and methods to be used in the school environment to develop and teach frustration tolerance among higher secondary students.

## Objectives:

1. To study the frustration tolerance level among higher secondary students.
2. To compare the frustration tolerance among higher secondary students with respect to gender.
3. To compare the frustration tolerance among higher secondary student based on their subject of specialisation.
4. To compare the frustration tolerance among higher secondary students based on their locale.

## Hypotheses of the study:

- Ho 1 There is no significant difference in the frustration tolerance of higher secondary students with respect to gender.
- Ho 2 There is no significant difference in the frustration tolerance of higher secondary students with respect to locale.
- Ho 3 There is no significant difference in the frustration tolerance of higher secondary students with respect to subject of specialization.

## Research Method

Survey method was used.

## Sample

The study was conducted on 60 higher secondary students of Palakkad district.

## Tool used for Data collection:

For the data collection procedure, the tool used by the investigator was the Frustration Tolerance Tool (FT-RS) developed by Rai, S.N. (2015).

## Statistical Technique

In order to find out the frustration tolerance among higher secondary students, t-test was used.

## Analysis and Interpretation

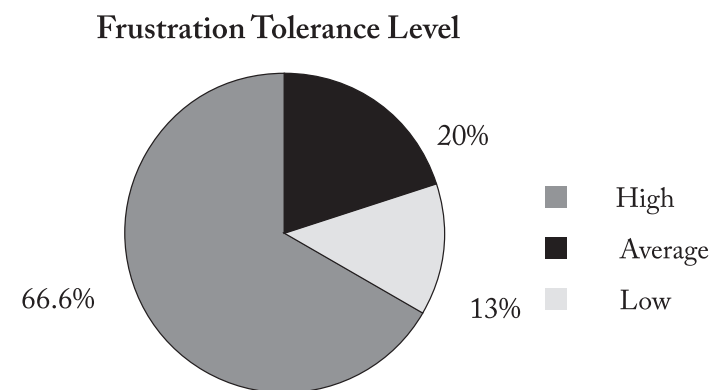
The data collected was tabulated and analysed with statistical tools such as Mean, standard deviation, and t-test.

1. To study the frustration tolerance level of higher secondary students

**Table 1: Frustration Tolerance level of higher secondary students**

S.No.	Categories	Number of Students	Percentage (%)
1	High Frustration Tolerance	12	20
2	Low Frustration Tolerance	8	13
3	Average Frustration Tolerance	40	66.6

**Figure 1: Pie chart showing the level of frustration tolerance.**





The pie chart in Figure 1 shows the level of frustration tolerance among higher secondary school students. Table 1 shows that amongst the higher secondary students, 20% have high frustration tolerance, 13% have low frustration tolerance and 66.6% students have average frustration tolerance. Since most of the students have an average frustration tolerance, intervention should be given to increase their frustration tolerance level.

**2. To find out the significant difference in frustration tolerance among higher secondary Students with respect to gender.**

**Table 2:** Mean, SD, t- value of frustration tolerance of students with respect to gender

Gender	N	Mean	SD	t- value	Remarks
Boys	29	131.65	12.44	0.45	NS
Girls	31	134.42	12.63		

Table 2 shows the mean difference in frustration tolerance of higher secondary students with reference to gender. The mean value of boys (=131.65) and girls (=134.45) in frustration tolerance based on their gender is given in Table 2 and it shows that the calculated t-value is 0.45 which is less than table value of 't' (1.96) at 0.05 level and hence the hypothesis 'there is no significant difference between frustration tolerance of higher secondary students based on their gender' is accepted. The no difference in frustration tolerance may be because of the fact that, it is seen that in today's competitive world, each and every student puts on his/has best to excel and tackle the frustration coming in his/has way and become tolerant irrespective of his/has gender.

**3. To find out the significant difference in frustration tolerance among higher secondary Students with respect to locale.**

**Table 3:** Mean, SD, t- value of frustration tolerance of students with respect to locale

Locale	N	Mean	SD	t-value	Remarks
Urbam	28	133.70	11.34	0.49	NS
Rural	32	133	13.64		

Table 3 shows the mean difference in frustration tolerance of higher secondary students with reference to their locale. The mean difference of urban and rural students was found to be 133.70 and 133. The above table shows that the calculated t- value 0.49 is less than table value (1.96) at 0.05 level. Hence the hypothesis 'there is no significant difference between frustration tolerance of higher secondary students based on their locale' is accepted. It may be because everyone has so much exposure to the outer world and the facilities every student gets due to the online platform, thus they do not get affected due to their locale.

**4. To find out the significant difference in frustration tolerance among higher secondary Students with respect to the subject of specialisation**

**Table 4:** Mean, SD, t – value of frustration tolerance of students with respect to the subject of specialisation

Subject of Specialisation	N	Mean	SD	t- value	Remarks
Commerce	28	134.42	12.63	1.52	NS
Science	32	131.65	12.44		

Table 4 shows the mean values of frustration tolerance of commerce students (134.42) and science students (131.65). Table 4 shows that the calculated t- value 1.52 is less than table value (1.96) at 0.05 level. The obtained t- value is less than the table value at 0.05 level and hence the hypothesis 'there is no significant difference between frustration tolerance of higher secondary students based on their subject of specialisation' is accepted. Every student has their own specific area of study and course to choose which may not get affected dur to their subject of specialisation. Thus, all becomes frustrated tolerant irrespective of their subject of choice.

**Conclusion**

In the present scenario frustration among the students has increased because of the high presumption of the parents. society, peer groups, school etc. Thus, it becomes very important to develop frustration tolerance among higher secondary students so, that they can face the challenges coming their way. In this study, it was found that the frustration tolerance of higher secondary students is not affected by

their gender, locale, and subject of specialisation. Frustration tolerance can be considered with other variables that can enhance the level of frustration tolerance in an individual. Present study can be further modified to find out the low and high frustration tolerance among higher secondary students and measures to increase the frustration tolerance among higher secondary students and can be carried out at higher levels of studies.

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